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Identification and stimulation were attempted for disadvantaged students whose deprivation would tend to keep their abilities from being recognized. It was hoped that the program would make it possible for many more such young people to go on to higher education.

A major program of cultural enrichment was planned for the project students and included such activities as visits to museums and libraries, attendance at concerts and the theater, and a trip to Washington, D. C. Because all students were aiming toward college, at least in theory, they were placed in academic courses at the beginning; every effort was made to meet their needs within this framework. To provide the most favorable learning conditions, students were grouped homogeneously in all major subject areas on the basis of test scores and school records. The heart of the guidance program was individual counseling. For students with complex and severe problems, clinical services under a psychologist and social worker were also available.

Based on the number of project students who received diplomas, those who went on to higher institutions, those who received top scholastic honors, and the favorable opinion of both students and teachers, the project was considered highly successful. Although the problem of dropouts and underachievers still existed, the project demonstrated that many underprivileged children with mediocre records can, under proper conditions, reach high academic levels.

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THE DEMONSTRATION GUIDANCE PROJECT

1957 - 1962

PILOT PROGRAM FOR HIGHER HORIZONS

GEORGE WASHINGTON HIGH SCHOOL
Henry T. Hillson, Principal

Board of Education
City of New York

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THE DEMONSTRATION GUIDANCE PROJECT
1957-1962

PILOT PROGRAM
FOR
HIGHER HORIZONS

Prepared by

Henry T. Hillson, Principal
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GEORGE WASHINGTON HIGH SCHOOL
Board of Education
New York City

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We had the assistance as well as expert advice at all times of Dr. Morris Krugman, Associate Superintendent in Charge of the Division of Child Welfare, and one of the initiators of the program. Dr. J. Wayne Wrightstone, Assistant Superintendent in Charge of the Bureau of Educational Research, gave us complete cooperation as well as the benefit of his technical knowledge. Mrs. Judith Krugman of his staff was responsible for several major studies and worked closely with us. Dr. Norman Tieman and Dr. Herbert Hoffman prepared other important reports.

We were aided in our counseling and college placement work by Dr. S. A. Kendrick of the College Entrance Examination Board and by personnel of the National Scholarship Service and Fund for Negro Students. We are particularly grateful to the heads of our own High School Division, Dr. C. Frederick Pertsch, Dr. Fred Schoenberg and Dr. Mary E. Meade who not only gave us necessary personnel but the freedom to organize the program as we saw fit. On more than one occasion they gave us needed support and encouragement.

The burden of the program was carried by those who worked most directly with it: Mr. David Shulman and Mrs. Effie Marcus, project counselors, Mrs. Helen Powers, social worker, Mr. Morris Speevack, psychologist and Mrs. Marion Scully, coordinator of cultural activities.

Lastly, we owe thanks to Mrs. Sarah Hoffman and Mr. Burt Erlman of the guidance staff on whom we frequently called and to Mrs. Amelia Davis, Mrs. Marion Nash, Mrs. Ruth Oser and Mrs. Charlotte Stern of our secretarial staff for the typing and assembling of the never-ending reports.

HENRY T. HILLSON
Principal

FLORENCE C. MYERS
Administrative Assistant

George Washington High School
New York City, May, 1963

FOREWORD

For many years, educators, guidance workers, community leaders and intelligent citizens in large urban centers have been helplessly observing a dismaying phenomenon – a seeming progressive deterioration intellectually and educationally on the part of minority group children from the time they enter school at age six to the time they leave, at age sixteen or seventeen, usually by dropping out. "The longer they stay in school, the dumber they seem to get" is the way one observer put it. There are, of course, many exceptions, but statistics for grades, schools, or areas, based on competent psychological testing, show an almost "normal" distribution of intelligence for these children in the first or second grade, with a regular decrease in mean score year by year until, in the ninth grade, the "normal" group has become a "retarded" group. The same type of regression is shown in test scores in reading and in other subject areas. Relatively few minority group children complete academic high school courses, and fewer still are admitted to college.

Intelligence test or achievement test scores are not important in themselves, but they do influence the type of education received, and this, in turn, influences life goals, vocational and economic success, status in the community, life satisfactions, and many of the other values that go hand in hand with the level of education completed.

When the Commission on Integration of the New York City Board of Education struggled with the many problems of de facto segregation in the public schools in 1956, it sought ways of reversing the process of apparent deterioration in ability and achievement among minority group school children, and the subsequent limitation of educational opportunity. The Demonstration Guidance Project was one of its proposals to study the possibilities for such reversal. How well it succeeded is told in the following pages. The major contribution of this project is not merely that many more of these children completed academic high school courses creditably and entered colleges and other post-high school institutions, but the demonstration for the city and the country that it can be done.

George Washington High School was selected as the senior high school because it met all the criteria established by the Commission on Integration. It was a racially integrated school with high academic standards, headed by a principal with an outstanding record as an educator and administrator who was sensitive to the feelings and aspirations of the various ethnic groups and yet uncompromising in his insistence that students must merit the academic recognition they receive. Further, the school had, as head of its guidance program, a nationally recognized authority. George Washington High School also happened to be one of the "receiving" schools for Junior High School 43, where the project students first attended, and this made an ideal combination of schools.

Not the least of the project results is the demonstration that minority group children with mediocre academic records can, under proper conditions, reach high academic levels without condescension, special privilege or compromise. This is most important for the future education of similar groups.

The Demonstration Guidance Project and the Higher Horizons Program which followed it are changing existing concepts of education radically. A tremendous debt of gratitude is owed to the dedicated teaching, guidance, clinical, and administrative staffs of George Washington High School for this most important demonstration. Very special credit must go to Henry T. Hillson, Principal of the school, and Florence C. Myers, head of the guidance program.

MORRIS KRUGMAN
Associate Superintendent of Schools

INTRODUCTION

Every year the students in the New York City schools win highest awards; they rank at the top in nation-wide examinations and contests in mathematics, science and the arts; they are accepted at the most selective colleges. But there are scores, if not hundreds of thousands of other boys and girls, mostly Negro and Puerto Rican, who live in the depressed areas of New York City and who do not share in these honors. The public schools are open to them; so, too, are the municipal colleges if they can qualify, but only a small percentage of these boys and girls will get the full benefit of what is offered. Many, if not most, of these young people will leave before finishing high school and great numbers will be unemployed. Of those who do finish school, relatively few will go on to higher education. Among those who drop out or do poorly will be a considerable number with high I. Q. 's and reading scores above average.

To solve the problem means to deal with a situation in which families may move three or four times in a single year and children will attend as many different schools. Poverty is a commonplace in the depressed areas and a figure of 50% for broken homes is usual. It is not hard to understand why there is little motivation for doing well in school.

In 1956, the Board of Education, acting through its Commission on Integration, established the Demonstration Guidance Project. The Commission noted that because of cultural deprivation, ". . relatively few of the underprivileged children pursue post-high school education, if indeed they complete even modified high school courses." The aim of the project was to identify and stimulate able students whose deprivation would tend to keep their abilities from being recognized. The Commission hoped that the program would make it possible for many more of these young people to go on to higher education; this was to be one approach to a solution of the problem of underprivilege.

The general outlines of the program were formulated by the Bureau of Educational and Vocational Guidance, which kept in close touch with the experiment throughout. Research and special testing were conducted by the Bureau of Educational Research, which followed the progress of the students in detail. General policy was determined by an advisory committee headed by the Superintendent of Schools. The specifics of the program and its actual conduct were left in the hands of the principals of the two schools involved in the experiment.

All personnel costs were carried by the Board of Education. Expenses involved in the cultural program, allowances for needy students, and financial aid for college attendance were met by grants from the College Entrance Examination Board and the National Scholarship Service and Fund for Negro Students. The College Board grants were made for a six year period, those of the National Scholarship Service for three years.

The project was to be carried on in two Schools: Junior High School 43 and George Washington High School, with the graduates of the first going on to the second. Although it was originally anticipated that procedures would be similar in the two schools, both were given freedom to make changes, with the result that the programs differed considerably.

After the Demonstration Guidance Project had been in progress for three years, the Superintendent of Schools decided that its success up to that point justified its extension. The name "Higher Horizons" was adopted for the expanded program which went into effect in September, 1959. It now includes fifty-two elementary schools, thirteen junior high schools, nine academic and two vocational high schools.

Because of the heavy costs involved, the Higher Horizons program was established on a less intensive basis than the pilot project at George Washington High School. In June, 1969, the first Higher Horizons boys and girls to enter the program in the third grade of elementary school, will be graduated from high school.

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BEGINNING OF THE PROJECT

The Demonstration Guidance Project at George Washington High School ran for five years, from the entrance of the first experimental group in 1957 until the graduation of the last in 1962. Three project groups, all told, were graduated from the high school during this period in the years 1960, 1961 and 1962.

The experimental classes were organized in Junior High School 43 in December 1956, in grades 7, 8 and 9. Thus, the project students who came to George Washington were in the junior high school program for varying periods of time; all groups spent the same length of time, three years, in the project at George Washington.

Prior to the entrance of each class into the high school, personnel from both schools met to discuss the choice of students for the high school program. The selection was made from those who were considered by the junior high to have some academic potential on the basis of criteria which had been established.

The High School Community

George Washington High School stands on a cliff overlooking the Harlem and Hudson Rivers on the highest point in Manhattan and is a dominant feature of Washington Heights in Manhattan's upper West Side. A marker on the school grounds points to where American troops fell fighting the British during the Revolutionary War. It is a beautiful school and is regarded with pride by the students who attend it.

The student body in the 1920's was predominantly middle class with some 80% of its graduates going on to college. Part of the school remains middle class, but the George Washington of today also draws 10% of its 5,000 students from fifty different foreign countries; another 25% of its students are Negro; 10% are Puerto Rican. Half of its graduates go on to some form of higher education. In the month following the beginning of each school year, 500 new pupils arrive; another 500 on register move away or drop out. The school program is as varied as its population; on the same corridor there may well be classes with a median I. Q. of 140 doing Advanced Placement work, classes in "modified English" where the median will be in the 80's, and classes for the foreign language-speaking where none of the usual measurements can be taken. High academic standards are maintained for those capable of meeting them.

In brief, George Washington sums up what is meant by a changing school in a changing community. It reflects a neighborhood that holds to a tradition of the past but is accommodating itself to a very different present.

The Nature of the Project Classes

A total of 365 pupils entered the special program at George Washington; 54% were Negro, 26% Puerto Rican, 18% white, and 2% Oriental.

Although these students were the better pupils in the junior high school experiment, the majority were far from ready for college preparatory work. Even for many of those whose records indicated above average ability, personal and home situations made for great difficulties.

Some pupils had neither interest in nor conception of what higher education meant or what it required; many were unwilling or unready to meet the normal demands of academic work – doing homework regularly, accepting responsibility for reports, budgeting time, etc. Throughout the five years, the greatest problem we faced was the lack of sustained interest in academic achievement. This condition was aggravated by the effect of the social influences of the community as the boys and girls matured.

Many of the students faced serious family problems; almost half the pupils were from homes with only one parent. Poverty was commonplace. Under these conditions it was not surprising that emotional problems seriously affected the work of a considerable number of the students. It should be emphasized that these conditions did not hold true for all pupils. A number of families, even though lacking in financial resources, were stable and gave their children needed encouragement as well as motivation for doing their work. As might have been anticipated, the boys and girls from these families were able to do better work.

Some measure of the ability of the group can be seen from the results of the Iowa Tests of Educational Development given on their entrance into the tenth year of high school. For the classes of 1960, 1961 and 1962, the median percentiles for correctness in expression were, respectively, 28th, 47th and 45th; for quantitative thinking, 26th, 42nd and 40th. Sixty-nine percent of the 1960 class was below the 50th percentile in social studies background and 67% below in general vocabulary. In the upper categories, the 1960 class had 11% above the 70th percentile in expression and 9% above in quantitative thinking.

The 1961 class was considerably more selective but still showed 56% of the pupils below the 50th percentile in expression and 61% below in quantitative thinking. Results for the 1962 class were similar.

ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

Since the purpose of the project was to upgrade boys and girls coming from a background of limited cultural experience, we planned a major program of cultural enrichment for all; we felt, too, that special class and counseling assistance should be provided for everyone in the project. This would include even those students who had a good record in the junior high school. Looking back, we realize that our insistence on this was wise; it was the better pupils who did high school work far beyond comparison with anything achieved in the past.

Our plan called for a much greater expenditure per pupil than had been available in the junior high. We secured one additional classroom teacher for every thirty pupils compared to one such extra position per 160 pupils in the junior high. In the counseling program, discussed elsewhere, the ratio was also much more favorable. For all additional services, the cost at George Washington was $250 per pupil per year beyond the usual allocation. In determining personnel needs, as well as in organizing the entire program, we were given a free hand by the High School Division.

Since all students were aiming toward college, at least in theory, all were placed in the academic course at the beginning and every effort was made to meet their needs within this framework. To provide the most favorable learning conditions possible, students were grouped homogenously in all major subject areas on the basis of test data and school records.

Almost all of the pupils were kept in the same class with the same teacher for a full year. However, considerable flexibility was permitted and pupils were changed from one group to another both at mid-year and at the end of the year, depending upon the progress shown; in a few instances pupils were changed before mid-year. In mathematics, where improvement was most marked, thirteen pupils in the 1960 group, for example, were selected from various geometry classes to form an honors project class for the second half of the year.

The registers of all project classes were well below average. In English, science and social studies, registers were generally in the mid-twenties; in language and mathematics from ten to fifteen. Because the students needed intensive training in the basic skills of reading and writing, they were programmed in English for a double period daily. It was this double period that, at first, was the basis for many pupil complaints; subsequently the students agreed that it had been of tremendous value to them. In some cases, individual tutoring was provided but this was not a consistent practice.

Students, from another neighborhood area, were admitted to project classes other than in language and mathematics; this mixing of groups was arranged to provide wider cultural contacts. A similar procedure was followed in forming home room classes. In art appre-

ciation, music and health education, project pupils were programmed so as to insure contacts with the student body as a whole.

Because the program was experimental, many pupils had been included even though it seemed evident from the outset that they would not succeed in the academic course of study. When there was no longer any question about this, we shifted these pupils to courses in which they could maintain themselves. We are convinced that this was a wise move. Inevitable and continued failure would have led to truancy, disciplinary problems and eventual dropout. After the change in course, many of these pupils not only stayed to graduate but went on to higher education in keeping with their abilities. Although no longer in the academic track, they continued to receive special counseling. Classes were formed in their senior year to help them secure jobs after graduation.

GUIDANCE PROGRAM

The guidance program, conducted by two trained counselors, provided for intensive work with individual students and guidance in groups. The primary purpose of the program was to stimulate the students, and to effect a change in their negative feelings of discouragement and inferiority. This change in feeling was essential because, unless the pupils improved their self-concepts, they would never acquire the will to succeed nor would they realize their potentialities. To alter young people's images of themselves is no easy task. We found that the self-image can be changed only by sound educational procedures, intensive instruction and guidance, and supportive measures in all other areas of school life. In all phases of the program, the counselors and teachers recognized the importance of affording the students experiences that brought not only satisfactions to the young people themselves, but also approval of others. The school felt that such recognition and such experiences would enhance the students' self-concepts and influence them to learn and achieve. The results of the program have confirmed this belief in large measure.

Individual Counseling

The heart of the guidance program was the individual counseling. Since the counselors devoted their entire day to guiding the project students and since the case load of each averaged only around one hundred pupils, they were available to the students and teachers whenever they were needed. Before their scheduled interviews with the boys and girls, the counselors had available for review such data as records of attendance, health and achievement, test scores, reports from teachers, clinicians and agencies, reports on interviews with parents, records of previous counseling interviews, and autobiographies and compositions written by the students themselves. Interviews were unhurried and varied in length from fifteen minutes to an hour depending on the nature of the problem. Some pupils had as many as twenty extended interviews of this type a term as well as brief and informal meetings. As a result of the climate of acceptance and understanding that prevailed, the students were able to speak freely and to release their feelings. Students were counseled about their programs, educational progress, health problems, emotional needs, post-high school plans, financial worries, discord at home and boy-girl relationships.

Many of the problems handled by the counseling office were the usual ones presented by most adolescents. Others, however, were serious and required immediate action as well as long-range planning. These urgent cases occurred with considerable frequency – often several times a week. The following will illustrate some of the problems: A father reported he had no idea where his son was living although he knew he was attending school; a boy claimed there were so many relatives in his home he had no place to study or even to sleep; a girl announced she couldn't stand the quarreling going on in her family,

had left home, and was leaving school; a boy had to appear in court charged with stealing a pair of shoes; a girl who had unwittingly become involved in a gang incident came in for help.

Counseling such students often involved the use of all the resources of the school as well as many community agencies. The project psychologist and social worker had to be consulted; homes, visited; and parents, seen. The Welfare Division and Housing Authorities as well as various community agencies had to be contacted. The courts needed to be consulted and the Bureau of Attendance notified. Pupils' programs had to be modified. Part-time jobs had to be obtained.

In working with the boys and girls, the counselors were especially alert to their health needs. Many of these young people had never had adequate medical care. For some, there was a need for nutritious food which the school furnished through free lunches; for others, referrals to hospitals or clinics were necessary for dental care, eyeglasses, or treatment for various physical disorders. With the approval of the parents, the counselors made these referrals. Students were followed up to see if they were keeping their appointments and to ascertain, if possible, what progress was being made. The hospitals and clinics were contacted, whenever necessary, to find out whether the pupils were reporting regularly and whether they were following instructions.

There were many cases where little change could be made in conditions because of chronic illness at home or parental attitudes. In such cases, the counselor had to assist the students to develop insight and understanding concerning their problems and to realize that for the present they would have to accept these conditions. As a result of the supportive counseling they received, some of the students succeeded in spite of the problems they had to contend with.

> The case of J____ illustrates the kind of help that was needed to sustain her. Rejected by quarrelsome parents, she hated her home and had threatened suicide. Her discouragement and despair were reflected in her somber clothes, withdrawal tendencies and deterioration in class work. When the psychologist and counselor realized from interviews with the parents that alleviation of the home situation was not possible, they decided that the only recourse was to get the student to accept the situation. At the same time, the school would give as much support as possible. The student's program was eased, and her schedule revised so that she could accept a part-time job. Increased opportunities to participate in the cultural program of the project were made available.
>
> With the easing of school pressures and her thinking directed to the day when she would be free to leave home and take care of herself, J____'s mood changed. She became relaxed and responsive and even changed the color of her clothes to lighter hues. Her class work improved and she earned passing grades.

A year after graduation when she met the psychologist, she appeared to be very happy. She said she had a good job and she introduced the friend who accompanied her as her fiance.

Despite the urgency that characterized so many of the personal and emotional problems of the students and which required so much attention, a large proportion of counseling time was devoted, nevertheless, to the educational progress of the boys and girls. Such matters as academic achievement, the reasons for failure, the need for tutoring, the interpretation of test results, the selection of subjects and post-high school plans – all were explored with great care so that pupils would acquire insight and be better able to make decisions.

Before any plans could be made by the students, the hopes, aspirations and concerns of the parents had to be considered. Most of the parents were very receptive and appreciative of all the attention that was given to the future plans of their boys and girls. There were instances where the parents did not wish to have their children attend out-of-town colleges, or where they were not willing to have their daughters continue their education. At no time were the wishes of the parents disregarded nor were the children encouraged to run counter to their ideas. But the ambitions of these boys and girls in regard to higher education were not neglected; if going out of town was a problem, arrangements were made to take advantage of the offerings of the local colleges.

In working with the students, the counselors always tried to find something in their family life of which they could be proud. It might be a grandmother who was an excellent cook or a skillful crocheter, a father who was a good tailor and made clothes for his children, a brother or a sister who was attending night college after working all day, an uncle who was a master craftsman. By emphasizing such positive factors, the counselors not only furthered appreciation and respect on the part of the boys and girls for their homes, but did much to improve the self-image of the young people themselves.

As a result of the encouragement and help they received from their counselors, the students came to regard them as friends to whom they could report on activities and accomplishments as well as problems and concerns. Although the counselors established a warm relationship, it was not a sentimental one. They endeavored to have the young people work hard, meet their responsibilities and seek attainable goals. They planned with them, not for them, and, as far as possible, tried to have them make their own decisions.

Work with Teachers

In working closely with the teachers, the counselors furnished them with detailed information about the background and personal needs of the students. They also made available to the teachers data about the

potentialities and achievement of the pupils. In providing the teachers with all this information, the counselors sought no favors for the students nor lowering of standards. What they did seek was an understanding of the students and patience in dealing with them.

During the term there was a steady flow of information about the students between teachers and counselors. At the end of every term, the teachers furnished the counselors with evaluative reports on the progress of the students, their attitudes and relationships in class and their academic achievement. The teachers were better able to understand the attitudes and reactions of the students in class and to adapt instruction to meet individual needs. The counselors were in a better position to help pupils with any problems that might be interfering with their work; they were also better able to recommend changes in course from the academic to the general or the commercial program.

Clinical Services

For students who required intensive counseling because of the complexity and severity of their problems, the counselors were able to make referrals to the psychologist and social worker assigned to the school from the Bureau of Child Guidance. Before making referrals to the clinicians, the counselors oriented the students so that they would not be apprehensive about discussing their personal problems.

The two clinicians began their service in December 1957 and continued until the graduation of the last project class in June 1962. Psychiatric service on a consultative basis was also available. When the project was operating both in junior high school and George Washington High School, the clinicians devoted one day a week to each school. When all the project students were in high school, the clinicians spent the two days at George Washington. The clinical team worked directly with some 20% of the students in the high school program. Many other pupils received help indirectly through consultation on the part of the specialists with the teachers and counselors.

In most of the cases handled by the clinicians, there was contact with the parents, guardians or relatives. The social worker had a total of over one thousand interviews with her cases and visited many homes. The psychologist had a total of over eight hundred interviews with his cases. Some of the referrals were handled jointly by the two specialists. The problems handled by the clinicians involved acute emotional disturbances and severe social pathology as well as minor emotional difficulties.

Periodically, the counselors and the clinical team reviewed the progress of all the project students in terms of attendance, academic performance and behavior to determine where clinical service might be needed. Help on an emergency basis was always available to any student who appeared to be having a difficult time at home or in school. Having the services of the clinical team right on the premises was most important in gaining pupil acceptance.

The one common denominator in the entire case load was the broken home. Even in cases where a family structure existed, a closer view revealed a hollowness in the intra-family relationships. The climate of rejection that prevailed in many of the homes explains the poor self-image characteristic of so many of the children; from this stemmed the poor motivation that was such a deterrent to academic progress.

Many of the cases involving severe personality disturbances were referred to hospitals and clinics for care. A few of these were too ill to be continued in school and ultimately dropped out.

About half the students referred to the clinicians benefited considerably from the attention they received. The clinicians were successful in arranging for part-time jobs, in obtaining monetary help, better sleeping arrangements and places to study. They aided in bringing about improved relationships between parents and children. These adjustments made life bearable and school achievement possible for many boys and girls. A few cases will illustrate the effect of the clinical services on the personal adjustment of the students.

G____ was in open rebellion against her family. Forced to sleep on a couch in the living room, she never had any privacy or a place for study. Furthermore, the constant bickering between her parents had become almost unbearable. As a result of these home conditions, this girl, despite considerable potential, was failing in her class work and had threatened to run away. The social worker visited the home and persuaded the father to let his daughter have a room he was using. Almost immediately, this girl's attitude changed and her work improved.

This improvement was of short duration, however, because of a romance she was having. Plans for marriage distracted her and once again her school work suffered. Intensive counseling eventually led to a postponement of her marriage. After that decision had been reached G___ devoted herself to her studies once more and succeeded in graduating with her class. She was the first member of her family to graduate from high school.

K____, a girl with considerable sensitivity and ability, came from a home that presented many problems. Discouraged by the constant friction between her parents, brothers and sisters, she was frequently absent from school and her work suffered.

Intensive help by the social worker and supportive measures by her guidance counselor, which included modifying her program and obtaining a part-time job for her, restored some measure of self confidence. Progress continued until her senior year when the situation in her home became so intolerable, she threatened to run away. The social worker then arranged to have her live with an aunt—a change that met with the approval of her mother. K____

applied herself to her studies and succeeded in graduating with her class. At present she has a good job and is going to a business school in the evening.

Sometimes the full impact of the clinical and guidance services did not become apparent until after the students had left school. The case of B ____ illustrates this.

B ____ was an attractive, intelligent girl for whom life had been a constant struggle. Her father had deserted her mother and two younger brothers many years before. The mother had remarried but her husband was not interested in the children. To B ____, school represented a refuge and a place where she could have companionship. An English teacher told of B ____'s hunger for books and the promise shown in her writing.

By B ____'s senior year, her stepfather had become so abusive that her removal from the home became a necessity. Through the efforts of the social worker, and with the approval of B ____'s mother, a room was obtained in a girls' club. A part time job in a physician's office was obtained by the placement counselor. But despite all our efforts, the burden proved too great for B ____ and she left school a few months before graduation.

The school was saddened by the loss of such real talent. It was with great joy that one of her English teachers and her guidance counselor received letters from her two years later, saying that she was living in Harrisburg and was attending evening school. She finally earned her diploma and ultimately was admitted to a school of nursing.

But for the clinical help these and other young people received, it is not likely they would have completed their schooling. The report of the clinicians states that "for a great many students, contact with the clinical services brought about a change in attitude towards their personal problems, their school work and their home situations. They were given support and a measure of self-confidence. In the very attention they received, the students and their parents gained a sense of dignity and importance."

Group Guidance

Group guidance, which was given by the counselors once a week, had many values. It provided opportunities to discuss common problems, to present important information, and to observe pupil reactions during discussion periods. It helped identify pupils whose attitudes and behavior indicated the need for personal counseling. It was especially important for the students to find other young people with problems similar to theirs, to be able to discuss them, and to derive a feeling of support from the members of the group.

Panel discussions, role playing and films were utilized in these classes. The use of films dealing with adolescent problems was found to be especially helpful. Students were able to identify with the characters portrayed and to project their feelings with less self-consciousness than would otherwise have been possible.

During the students' first year in high school, group guidance focused on orientation to school, the importance of good citizenship, the development of good study habits, and preparation for tests and self-evaluation. In the next year, there was a shift in emphasis to the world of work and planning for college entrance. The last year was concerned with the transition from high school to college and work.

The students had many resources open to them in planning for college. They used the school library with its large collection of books on careers and occupations, and had access to the college reading room with its catalogues, brochures and pamphlets. In addition to the help given by their counselors, the students had the services of the school's two college advisers and the administrative assistant in charge of guidance. They received first hand reports from George Washington graduates on problems they would face as college students. They also heard guest speakers from many colleges as well as from industry.

To make their guidance as realistic as possible, the students viewed several films on colleges and also visited some of the four-year and two-year colleges in the metropolitan area and out-of-town. The students who went on these trips were in the college preparatory program, and before starting out, were carefully briefed on the entrance requirements of the colleges, their offerings and facilities.

Selected students of the class of June 1960 had the privilege of spending a weekend at Amherst College and at the University of Massachusetts. A comparable group in the class of June 1961 spent a weekend at Harvard and Radcliffe and visited the Massachusetts Institute of Technology. The hospitality that the faculty and students extended to these boys and girls did much to lift their spirits by giving them a feeling of adequacy and a sense of importance.

Many guidance lessons had to be devoted to instructing the students on the filling out of various forms such as applications for college and College Entrance Examination Board tests, and for scholarship aid. Parents were also assisted in filling out scholarship application forms.

All college applications were accompanied by a letter of explanation concerning the Project. In many cases, the applications were supplemented by detailed letters from the principal or the administrative assistant in charge of guidance.

Transition from High School

During the senior year, a great deal of attention was given to helping students prepare for the transition from high school to college.

Considerable time was spent in discussing the problems they would encounter in college. Some of our graduates returned to participate in panel discussions on "Orientation to College" and took up the problems the students would encounter as freshmen. After the students graduated from high school, they received a letter from the guidance director of the high school reminding them of the adjustment they would have to make and of the help that would be available.

The project students who were going on to work had a special course arranged for them in their senior year. In this course, they received information about local job opportunities, were trained for civil service examinations and learned how to apply for jobs. At the time of graduation, almost all these students were placed in jobs by our counselors or by the employment counselor from the New York State Employment Service.

As graduates of the Demonstration Guidance Project keep in touch with us and visit the school, it is gratifying to learn about their experiences in college, special schools and jobs. It is even more heartening to observe their poise, maturity and self-confidence as they tell us about their activities and future plans.

When R ____ visited us after his first term at an out of town liberal arts college where he has a large scholarship, he spoke enthusiastically about his studies, his new friends and life on the campus. This young man who but a few years before had come to this country with his widowed mother and younger brother not only had to adjust to a new world but had to learn English. During most of his high school course he had a part time job to supplement his mother's earnings. Despite his heavy schedule, he managed to earn highest grades and become one of the leading citizens of the school. The counseling he received not only made him aware of his potentialities but opened up new vistas to him concerning his future plans. We hear from the college officials that he is maintaining a very creditable scholastic record and measuring up to all our expectations.

M ____, who never misses an opportunity to express her appreciation for all the help and encouragement she received, is now attending an out-of-town college. During the first two years of her high school course, she was so apprehensive about formal examinations she rarely did justice to herself. Because of her rigid home and her own natural timidity she was frightened by situations involving stress and uncertainty. Intensive counseling finally relaxed her and reduced her fears. In her senior year she was able to take the New York State Regents Scholarship Examinations and College Entrance Examination Board Tests in stride and to score creditably on them. We know from correspondence with the college and from M ____ herself that she is making a fine adjustment on the campus both academically and socially.

S ____ bounded into the guidance office during the mid-year period radiantly happy because she was about to start her training as a nurse in one of the large hospitals near the college she was attending. "At last," she said, "I am starting to do what I have always dreamed about." A few years ago this student was discouraged, apathetic and failing in her work. She was responsible for all the house-work and had to contribute to the family income by working after school. The test scores of this student and reports from her teachers indicated considerable ability. Her counselor learned that she wanted to become a nurse, but her mother insisted that graduation from high school was sufficient and that all talk of further education was nonsense.

Intensive counseling of this girl and many interviews with her mother by the counselor and the social worker changed the girl's attitude from discouragement and despair to hope and confidence and also effected a change in the mother's plans for her daughter. As a result of assistance for the family from a community agency and a less demanding job for S ____ obtained by the school, her home situation improved, her grades changed for the better and finally her mother began to speak of nursing as a "respectable kind of work" for her daughter.

T ____ told us during his recent visit to the school that he is very pleased with his accounting job in a legal firm and with his program in a business college in the evening. He is very hopeful that some day he will be a certified public accountant. When this young man started his high school course he was apathetic about his studies. He showed more interest in sports than in his academic work. The prolonged illness of his mother and the limited family income led to apathy. At one time he thought of dropping out of school. His counselor capitalized on his interest in sports and appealed to the coach, with whom the boy had a good relationship, to try to get him to become more serious about his class work. The combined efforts of many people made this young man realize that he had the ability to do creditable work and that leaving school was no answer to his problem.

Gradually his record improved, and he became interested in business subjects. Before he graduated from high school, he was motivated to the point of wanting to go to college. He realized, however, that his home situation would make that improbable. With the aid of his counselor, he finally worked out a plan. He obtained a job during the day and entered a business college as a fully matriculated student in the evening division. Reports from the college indicate that he is doing commendable work in all his courses.

There can be no doubt that the progress made by these young people is due in large measure to the special program that they had while they were in school.

CULTURAL ACTIVITIES

To extend the backbrounds of the project students and to widen their aesthetic appreciations, an extensive program of cultural activities was provided. The program included visits to museums, libraries, colleges and industrial plants; it provided for attendance at motion pictures, concerts, the ballet and the theatre. Participation in the program was voluntary, and it was found that the students responded readily since they could choose the events they wished to attend.

An indication of the scope of the program can be seen from the fact that over a five year period the project pupils attended events a total of more than five thousand times. Although money was made available to students who could not afford to meet the expenses involved, one of the most remarkable features of the program is that it was largely self-sustaining. Of the $10,000 that was spent, $8,000 came from the students themselves. The most heartening aspect of this is that many pupils came to feel that this expenditure was worthwhile and rather than spend a dollar over the weekend at the local movie, they saved to apply it toward performances of lasting value. Pupils felt much better when they were able to pay their own way.

Activities were offered for every level of appreciation, from Cantinflas in *Pepe* to *Twelfth Night* at the Stratford Shakespeare Festival, from Ibsen to Agee. In the musical theatre, the range extended from *The Music Man* through Gilbert and Sullivan to Bizet's *Carmen*. Sunday afternoon concerts of the Philharmonic were a drawing power over the years. For some, a bus trip out of the city, regardless of destination, was inducement enough. That the destination might be West Point, Gettysburg, a Ford assembly plant or the Brookhaven National Atomic Laboratory was an added attraction which paid very real dividends.

The most popular and sought after activity was the theatre. By arrangements with the American National Theatre Academy, tickets at $1.00 each were made available. With this financial inducement, the project students saw enough fine plays and musicals over the five years to make the ordinary theatregoer envious. A different kind of theatrical venture was the annual trip to the Stratford Shakespeare Festival. This was always anticipated eagerly and enjoyed thoroughly. As a result of this experience many of the project students availed themselves of New York's excellent summer productions of Shakespeare in the Park. A Guide to Summer Activities in New York, prepared by a student committee under the direction of the teacher in charge of the cultural program, enabled many of the young people to avail themselves of other cultural attractions during the summer months.

The high point of the cultural program for each graduating class was a trip to Washington, D. C. The students were fortunate enough to have been granted interviews with Dr. Lawrence Derthick, a former United States Commissioner of Education, the Honorable Abraham Ribicoff,

former Secretary of Health, Education, and Welfare and Senator Jacob Javits of New York, a graduate of George Washington High School. In all these interviews, the young people conducted themselves admirably and won high praise for their intelligent replies to the questions they were asked.

Careful preparation was made for attendance at each of these activities through periods of orientation and follow up. Wherever possible, this was done in the English classes. For example, before going to Stratford, the season's Shakespeare production was studied as a class project. For certain events the music, history or science departments briefed students beforehand. As for follow-up, it was found that much of the pleasure, both anticipatory and actual, was destroyed by formal written reports after each trip or activity. Informal discussions of the experience were encouraged instead.

During the five year period that the cultural program was in operation, numbers of young people became faithful devotees of certain types of activities on their own initiative. Many who never before had been interested in music attended Sunday afternoon concerts of the Philharmonic.

The response of the students to a general evaluation of the cultural program left no doubt of their appreciation of it. Excerpts from some of their comments follow:

> "I can say with a true tongue that if it were not for the project, I would not have gone on most of these trips. One reason is that I had not been introduced to most of these activities before I was a project student. Another reason is I did not think I would enjoy the ballet and concerts because I thought they were, to put it mildly, 'long hair.' Quite to the contrary, I found all these trips very enjoyable."

> "I think that the trips give us a chance to see, without someone telling us, that education can take many courses."

> "These trips not only widened my horizons but also caused me to look ahead – they did affect my plans and my goals for my future career. I think more trips of this type can help a student select a career outside of the little world he knows."

> "The cultural program has been a very valuable one to me in terms of added knowledge, for since life is all one big experience the more experience you have, the better you have lived."

The program of cultural activities was rich and varied and played an important part in the success of the project. We stress the need, however, of making judicious use of what is available. For the student of high level ability, we found that Shaw and O'Neill had meaning, for the more limited students, a play like *The Miracle*

Worker or a picture like the *Diary of Anne Frank* was more suitable. Music, however, cut across all ability levels and some of the most faithful followers of the Philharmonic Orchestra came from the lowest ability groups.

The best dividends in terms of student growth and appreciation resulted from careful orientation before trips to the theatre, museum and ballet. Not only did the students understand far better what they were hearing and seeing, but they took it far more seriously. Results were always better when the teacher in charge was not only a person of broad cultural background but one whose own enthusiasm was contagious.

REACHING PARENTS

The school recognized that the parents had an important role to play in the project. Every effort was made, therefore, to acquaint the parents with the objectives of the program and the benefits that would accrue to their children from it. We tried, in every way, to secure their cooperation in making the program effective.

Contacts were often difficult to make, but many parents were reached through letters, visits by the counselors and social worker, and individual and group meetings at the school. Arrangements were made to afford help with such problems as medical needs, unemployment and poor housing.

Where there was a poor response from the parents, attempts were made to reach older brothers and sisters, grandparents, aunts and even neighbors. Parents who were recent arrivals from Puerto Rico and the South often lacked an understanding of the social, emotional and material needs of adolescents. Many were not aware of, nor interested in the educational and cultural opportunities available to their children. Some felt that a girl should not have more than elementary schooling.

We sought to influence the parents in such matters as reasonable assignments of home chores to their children, providing privacy and time for study, and encouraging good school work. We gave parents information about the school, its organization and its activities. In some instances, we encouraged parents to promote the emotional growth of their children by a more permissive attitude, and by permitting them to express their opinions in the discussion of family problems. At times, we suggested that they give up the small earnings of the child from an after-school job so that he might spend more time in studying and preparing himself for a career. Occasionally, parents felt we were "siding with the child against the parent." When a parent refused to accept our point of view, we tried to work with other relatives who could reach the parent. Where the parent was inflexible, we tried to build the child's inner strength to adjust to the situation.

The ultimate results were most heartening. There was a tremendous increase in the number of letters, phone calls and visits by parents to the counselors and the school. Even after the graduation of their children, many parents continued to contact the counselors. They asked advice, expressed gratitude, and informed the counselors of their children's progress in school or job.

The financial assistance given by the school to the children made a deep impression on many of the parents. They were incredulous, overjoyed and grateful. Some thought the grant was a loan and asked about the terms of repayment. All were pleased with our interest in their children and our readiness to help.

SCHOLASTIC RESULTS

It is possible that there were outcomes of the program more important than those related to academic achievement. However, achievement must be stressed, since the project was established with the primary purpose of improving the academic work of the boys and girls in it.

Comparison With the Past

The results of the program are impressive by comparison with the past. This is all the more true because the project pupils had to meet higher academic standards than their predecessors as a result of the tightened requirements resulting from the launching of Sputnik.

In discussing scholastic accomplishment we shall make reference only to the students who graduated with the academic diploma. This diploma is granted for college preparatory work, is based on subject matter achievement and requires passing state wide examinations of the Board of Regents. There were 147 project students who graduated with a "general" diploma, but this is significant mostly in terms of holding power and not subject achievement. Three pupils earned "commercial" diplomas. The three project classes showed comparable results in academic work.

In the three project classes of 1960, 1961 and 1962, students earned a total of 108 academic diplomas; this compares to forty-three such diplomas earned by the three pre-project classes of 1957, 1958 and 1959. Forty-four project pupils completed their high school work with no failures against fourteen for the 1957-1959 classes.

Many more project pupils were able to earn high averages in their major subjects for the three years of high school. Thirty-seven pupils in the program had 80% or higher, fifteen of these had 85% or better. The comparable figures for the pre-project classes were eleven and two.

One of the best indications of what the project did for our boys and girls is the recognition so many were accorded at graduation exercises. In the three classes, fifty-seven pupils were cited for various distinctions, some several times. The recognition came in a variety of ways: there were awards and medals for subject excellence, for student government leadership, for cooperation in the school community, for achievement in the arts.

Possibly the single most dramatic result of the program was the top ranking won by the project group. These students placed first, fourth and sixth in the class of 1960; fourth in 1961; and second, fourth and ninth in 1962; the classes ranged in size from 800 to over 900. The ranking pupils for the pre-project 1957-1959 classes were 51st, 65th and 226th in their respective classes.

It is this comparison with the past that is so important and on every count the project pupils did far better.

Low Level Ability and Scholastic Achievement

In the three project classes, a total of thirty-eight pupils below 100 I. Q. earned academic diplomas; sixteen of these were below 90 I. Q. Thirty-six pupils who earned academic diplomas were retarded one year or more in arithmetic on entering high school; thirteen were retarded one year or more in reading.

The record of twenty of these pupils is of special interest. On entrance into the tenth year of high school all were in at least two of these three categories: 90 I. Q. or below; one year or more retarded in reading; one year or more retarded in arithmetic. Six pupils were in all three categories. Nineteen of these pupils took the Iowa tests. Out of a total of seventy-six scores covering four major areas, sixty scores were below the 50th percentile; thirty-three of these were below the 35th; twenty-one below the 25th. Most of these pupils suffered from language handicaps or personality difficulties, or both; in the past, pupils with such handicaps rarely passed college preparatory subjects. We believe that only the advantages of the project made it possible for these boys and girls to overcome their deficiencies so quickly and do successful academic work.

It was particularly gratifying to us who knew these students to see fourteen of the twenty go on to higher education. One student's record in the ninth year showed an I. Q. of 74, a fifth grade reading score and a seventh grade arithmetic level. His Iowa test scores in four major categories were in the 2nd, 21st, 18th and 32nd percentiles. When his language and personal problems were lessened, he was able to go on to achieve an 83% average in his academic work. Six others earned averages of 75% or higher.

We do not wish to leave the impression that large numbers of pupils with consistently low test scores were able to succeed in academic work; this did not happen. But we did have enough success to convince us that this could happen if a program like ours were begun early enough.

Dropouts and Underachievers

The Demonstration Guidance Project is not a story of unbroken success; it had its failures – in dropouts and in the number of pupils who achieved less than they should have. Subtracting those who moved away or transferred to other schools, 329 pupils remained in the project; seventy-one of these left school for a dropout rate of 22%.

The pupils who dropped out did so for many reasons: some to take jobs, some for illness, a few were institutionalized; others simply gave up; 51% of the dropouts came from broken homes. In many, if not most of the cases, there were problems too acute or too deep-seated for us to resolve in the time or with the facilities available. A number of these students had the ability to do successful work; twenty-two had I. Q. 's of 100 and above and ten of these were above 110 I. Q.

Even among the dropouts a full 50% were at or above grade level in reading.

We were not completely satisfied with the results obtained by some of the pupils even though they stayed on to graduate. Nineteen pupils, of 110 I. Q. and above, including sixteen at least a year above reading grade, although earning academic diplomas were not able to achieve an 80% average. A number of students received only general diplomas despite the possession of apparent ability; twenty-seven of these pupils had I. Q.'s of 100 and above and seventeen of these were at or above reading grade. Some of the reasons for the underachievers were clearly related to home problems, community pressures, emotional difficulties and longstanding deficiencies in study habits.

ADMISSION TO COLLEGE

When the Board of Education initiated the Demonstration Guidance Project, its primary purpose was to raise the intellectual and cultural level of children coming from deprived areas and send more of them on to higher education. How well has the plan succeeded?

The three pre-project classes coming from the junior high school, graduated forty-three pupils from George Washington with college preparatory diplomas; the three project classes graduated 108 pupils with such diplomas, two and one-half times as many. The pre-project classes had forty-seven of its graduates admitted to higher institutions; the project classes sent on 168 of its graduates, more than three and one-half times as many. Of the 108 with academic diplomas, ninety-six or 89%, went on to higher education. This is a remarkable showing in view of the problems and handicaps facing this group. It is heartening to note, too, that more than 40% of those graduating with "general" diplomas were admitted to some institution of higher learning.

Financial help was made available to all project students who needed it to continue their education. A number of colleges granted substantial scholarships to the higher ranking students; some of these scholarships were supplemented by aid from the National Scholarship Service and Fund for Negro Students, which also helped in some of the counseling. Much of the grant made by the College Entrance Examination Board in sponsoring the project went for scholarships; these funds were administered by George Washington High School. The College Board's Vice-President in charge of research personally interested some of the colleges in accepting the project students, and also helped secure scholarships for them.

The graduates of the project were admitted to a wide range of colleges and schools located in New England, the South and the Middle West, as well as New York and the local metropolitan area. A few students in each of the three classes were admitted to highly selective colleges and received substantial scholarships from them. Other students who might never have finished high school have gone on to four year or two year colleges. Some of the graduates are continuing their education in evening colleges, nursing or technical schools, agricultural or business schools, schools of fashion and design. Some forty-three students who have jobs are studying in schools or colleges in the evening. Sixty pupils, the largest single number in any category, went on to four-year day colleges; thirty-six pupils, the next largest group, went on to two-year day institutions, mostly of the community college type. A number of competent pupils were not able to go to day college because of pressing home and financial problems. Of the ninety-six pupils who graduated with academic diplomas, and went on to higher education, forty-eight went to four-year day colleges, twenty-three to two year day colleges, eleven to four-year evening colleges, eight to two-year evening colleges, and the others to special schools.

Returns from follow-up questionnaires, reports from the colleges, and personal contacts have given us a fairly good picture of what has happened to the students since they graduated. We are pleased with the progress most of them have made in the schools and colleges. As might be expected, some of the graduates have found adjustment to college life difficult and 20% have dropped out. This is far less than the 50% dropout rate of college students on a national scale. In view of the background and continuing problems of the project graduates their sustaining power is surprisingly good and far better than that of many other young people admitted to colleges throughout the nation. Even among those who dropped out of the four-year colleges, almost half have resumed their studies elsewhere.

STUDENT OPINION

The students in the program were encouraged to express their views concerning it. They did so in class, in interviews with their counselors, and more directly in the autobiographies and compositions that they wrote. Another important source of information came from their responses to questionnaires administered by the Bureau of Educational Research at the end of their first and third year in high school. On both questionnaires the students were asked to indicate whether the project had helped them. The pupils were given the opportunity to comment freely.

In the tenth and later in the twelfth grade, they indicated that the guidance services and the cultural activities were the parts of the program they most appreciated. They valued the opportunity to talk things over with their counselors. They considered the career information they had received, and the group guidance classes they had attended most worthwhile. A large number reported gains in school and growth in self confidence. They noted improved study habits, increased interest in reading, and better school marks. They made reference to the benefits gained from small classes in language and mathematics. Many voiced appreciation for the help given by their teachers and counselors regarding their personal problems.

When the students were asked whether or not such a project should be established in other schools they were overwhelmingly in favor of it. These comments by two of the students reflect the general feeling on this matter:

> "I sincerely think that other high school students should have the same experiences as we did," and "If it has helped me, it will certainly help others."

Other reactions of the students to aspects of the program were:

> "The project has helped me in realizing the advantages of finishing high school. It has introduced me to many interesting sights, theatres, museums and music. It has increased my interest in school and in attending college."
>
> "The project has been very good for me because without this special help, any time of the day, I would have been lost."
>
> "It has been of great benefit to me because it gave me information on careers, improved my school work, and gave me the chance of taking up all my problems with my counselor."
>
> "My grandmother thinks the project is great. You'd think my grandmother went to George Washington instead of me."

It is interesting to note that when the project started, many of the students objected to the double period of English – mainly because they felt it set them apart from the other pupils. Before they graduated, however, more of them realized how beneficial this double period had been. In the words of one of them, "Without all the work in English I would never have learned how to read." A few also complained about being in small classes because as one explained, "You are called on too often. You have to do all your homework." Other students found the classes with small registers very profitable. One student wrote, "I have never before been in such small classes. The teachers help every one of us and that makes the work easier."

Thoughts about the future and feelings of appreciation and confidence were voiced by many students:

> "The guidance project is of priceless value to those going to college. It also helps people who are floundering and don't know what they want to do."
>
> "It has encouraged me to continue school and go on to college which I don't think I would have done if it had not been for the project. It has given me the attention I needed and might have missed."
>
> "It will give a chance to other students to go on to college and make their dreams come true, thus making better citizens of them."
>
> "After I graduate, I hope to go to college but I will always remember this school, my teachers, my friends and my adventures."
>
> "The education I am getting in the project is giving me an understanding of how to take advantage of the wonderful things the world has to offer."

TEACHER OPINION

A major contribution of George Washington High School to the Demonstration Guidance Project was its insistence that teaching be an important part of the program. We felt that the project would have little substance unless the pupils had thorough grounding in subject matter and could demonstrate achievement through actual performance. This decision made our task more difficult because it forced the pupils to engage in sustained effort that was alien to many and unwelcome to most. One of our best results, however, was that many pupils developed an interest in subject matter along with a willingness to work at it. The guidance program did much to make this possible.

The project teachers were chosen purposely from the faculty at large, as would have to be the case if the program were to become more than a pilot study. Beginning and relatively inexperienced teachers served, as did some of the most competent members of the staff. Discussions relating to the project were held with the entire staff from time to time. At regular intervals meetings were held with chairmen, project teachers and counselors. At these meetings teachers were briefed on techniques and methods of evaluation and reporting.

At the end of the five-year program, the Bureau of Educational Research sought to ascertain the attitude of the teachers toward the project. A questionnaire was submitted to the teachers who had been in the program asking their opinion. The answers were kept anonymous and were submitted directly to the Bureau; the information that follows is drawn from the Bureau's report.

Sixty-two teachers felt their contact with the project students sufficient to justify an evaluation; fifty-four of the sixty-two had taught the students in subject classes; some 60% of the teachers had had six years or more experience with students from neighborhoods similar to those from which the project students came and thus felt that they were in a position to make comparisons.

In the opinion of the teachers, the students had shown improvement in every area listed for evaluation; on all items positive responses far outweighed the negative. Among sixty-two teachers responding, positive responses on the various items ranged from twenty-five to fifty-one, compared to one to nine negative responses.

The teachers were asked their opinion of the services that had been made available to the project students. In all areas, the numbers checking "great help" or "some help" far outweighed those checking "little or no help." The large majority, 71% to 80%, indicated that being able to refer students for counseling, knowing about the students' potential and receiving information about the students' background had been valuable; many teachers found the clinical services in the school helpful. Many found the cultural program had helped directly in their work with students in subject classes. The staff was almost unanimous in agreeing on the value of small subject classes. A very small minority (6% to 11%) checked any of these services negatively.

The teachers were particularly appreciative of the double period in English and the very small classes in language and mathematics. Some of the values which the teachers found in the double English period were similar to those mentioned as resulting from the small classes. Teachers indicated that it gave them a chance to know the students better, to have personal conferences that were invaluable in improving writing, to give more thorough instruction in skills, to provide a richer program with more extensive reading and time for exploration of ideas. Improvement in oral and written expression, in reading comprehension and speed, and in the amount and quality of outside reading were noted.

The great majority of teachers who wrote about the project had highly favorable overall evaluations. The summary statements that were included were all favorable. "I think, in summary, that the project was an excellent program and I only wish it could be continued." "In summary, I feel that the project classes demonstrate that... smaller classes and increased guidance resulted in improved performance and increased interest in school work and future education. Can this conclusion ever have been doubted?" "I... found the project particularly successful... and the results heartening."

CONCLUSIONS AND RECOMMENDATIONS

The Demonstration Guidance Project ended at George Washington High School in June 1962, after five years of experiment that attracted national and even world attention. Educators and writers came to us from many parts of this country and from abroad; all were anxious to find how successful we were in raising the educational level of the culturally deprived – a matter of great concern not only to Philadelphia, Detroit and Chicago, but to England, Australia and Israel as well.

Specific Accomplishments

What was accomplished with these boys and girls who came to us from one of New York City's depressed areas? These were the specific outcomes: two and a half times as many earned academic diplomas compared to the past; more than three and one-half times as many went on to higher education. Of the academic graduates, 89% continued on to higher institutions; of those who finished with general diplomas, 43% continued. In each graduating class project students took highest honors and finished at the top of classes eight to nine hundred in size – something their predecessors were not able to achieve. Some 40% of the students who earned academic diplomas did so despite the handicap of coming from broken homes. And finally, only 22% of the project students dropped out – a rate well below that of the school and one third lower than that of the rest of the city.

There were many results not to be measured statistically; we saw these boys and girls at theatre, concert and the ballet on their own; we saw them reading the best literature. We thought we could see important differences in the personalities of many of these young people; there was a poise, a maturity and a sense of self-worth; many had a new image of themselves and a much greater certainty that they could make their own futures.

What conclusions can be drawn on the basis of our five years of experiment with the Demonstration Guidance Project?

Need for a Special Program

Our first conclusion is that for boys and girls who come from culturally deprived areas, there must be more than equality of education if there is to be equality of opportunity. Occupying seats in an integrated classroom is not enough; nor is it enough for the disadvantaged pupil to have the same teacher or counselor or extra-curricular activities as his fellow students. This is so even when deprived pupils have comparatively high scores in I. Q., reading and arithmetic tests.

The culturally deprived pupil needs more than just some extra help in school; he needs whatever may be required to compensate for his background – and this may be a great deal. Without the extra help many pupils, even the more able, will not pass academic work or even finish high school. There was ample evidence in the project that

the effect of underprivilege was stronger than the possession of a high I. Q., or reading score. We emphasize this to dispel any belief that pupils from the depressed areas can do adequate work if they have high potential; the fact is that most of them need assistance and a great deal of it. And when test scores are low in every area, there is no chance of success at all in academic work in high school unless even more help is given.

A special school program should be provided for boys and girls who live in culturally deprived areas. It should start in the early elementary grades, and from the beginning, it should be at least as intensive and thorough as that provided at George Washington High School. The children should spend as long a day as possible – and more days – in school.

Importance of Standards

From the beginning, the pupils must be held to high standards; they must accept as routine the doing of homework, the completing of assigned tasks, regular attendance and punctuality. They must learn the meaning of responsibility and understand that they cannot shift this to others; they must know the importance of dependability and have an opportunity to practice it. They will have to learn in school that not all rewards are immediate and that much of their goal is ahead. These are prescriptions, not platitudes; no program will succeed with these boys and girls unless disciplines are accepted.

The needs of these boys and girls cannot be measured by the customary yardstick; these children require small classes, and sometimes, private tutoring. The program does not call for new discoveries or special techniques, only for thorough education and attention to special needs.

Place of Guidance

From our experience with the project, we are convinced that intensive guidance service for these pupils is essential. The personnel should consist of full-time, trained counselors with a case load not to exceed 125 pupils. This small pupil-counselor ratio is necessary because so many of the pupils will require help and rehabilitation in all phases of their development. Furthermore, this ratio makes it possible for the counselor to be available to pupils, parents and teachers at all times. Assistance can be given without delay and this immediate help is often needed. In addition to the counselors, a psychologist and social worker, and psychiatric help on a consultative basis are needed. The person in charge of the project should be fully trained in guidance and school counseling.

The counseling services should include regularly scheduled interviews sufficiently long to be of value and group guidance classes conducted by the counselors. These would enable the pupils to discuss common problems, to obtain support from their own age group and to receive information pertinent to their needs and problems.

A comprehensive testing program should be provided to help determine potential and to see what progress is being made. Scholastic aptitude and achievement tests in reading, arithmetic and other areas should be included. Individual tests should be given by the clinicians as needed. Results should be interpreted to pupils, parents and teachers on a continuing basis.

Intensive guidance is an imperative for pupils from disadvantaged areas because their personal problems are usually far more serious than those of average children. Unless they receive help with these problems, they will not be able to achieve in school work.

Attention to Competent Students

Particular care should be paid to the more competent pupils because these are the ones who will accomplish most. Pupils of this type who had come to George Washington from the junior high in the past had not produced unusual results. In the project, however, their successors finished at the top of each class and were active in many areas; one was elected president of the student government, the highest office in the school. These pupils should get every bit as much help as the less able. This is the group from which leaders are most likely to emerge and the community is sorely in need of them. A special effort should be made also to afford leadership training in the schools for these pupils through student government activities. This training could be made even more meaningful if it were related to suitable programs in the community.

We believe that all of our disadvantaged young people should have the benefit of the best education possible, but if lack of funds or personnel or other factors make impossible a special program for all, at least those with most potential should be helped. If justification is required for singling out one group, it can be found in the needs of the community.

Place of Motivation

The special school program will have to provide not only a sound education, cultural enrichment and good work habits, but a desire to succeed as well. It was the latter which we found most difficult to accomplish. We learned very soon that with most of the pupils a show of hands as proof of educational aspiration was meaningless; the interest lasted only so long as no homework was required. We had to provide motivation to overcome a background that had little place for educational values; we also had to be careful to make no promises of success that could not be fulfilled.

Motivation is essential with disadvantaged boys and girls, but it must be related to the needs and abilities of each pupil. The student with high potential should be urged to aspire to a college with high standards and a career in a significant profession. But the student with limited abilities should be directed only to areas within his reach; it is a disservice to push young people beyond their potential or have

them believe that aspiration is enough to guarantee success. Boys and girls should be advised not to take an academic course, whatever their motivation, if they lack the ability to do college preparatory work; insistence on the academic course will result only in dropout. On the other hand, every effort must be made to keep the able student in the academic track.

The school and counselor will have to be guided by the needs and abilities of the students and not by family or community demands that may insist upon unattainable results.

We did not find any device or slogan or heaven-sent inspiration that would keep a pupil at his studies throughout his high school career. It was our belief that there could be no substitute for sound educational procedures and whatever we accomplished was the result, basically, of hard work and an insistence that standards be met. The program itself supplied the best motivation in bringing a realization to pupils that success in school work was possible.

Responsibility of Colleges and Schools

Up to now, the colleges have dealt with only small numbers of disadvantaged pupils, but as the schools with programs for the culturally deprived students send more and more of these young people to college, special provisions will have to be made. Traditional college procedures will not meet their needs. Careful orientation programs and extensive guidance services will be required if they are to survive. College faculties will have to become informed about the background of these young people, the handicaps they have overcome and the promise they offer, if given understanding and encouragement.

The high schools also have a definite responsibility in their counseling work. They must make sure that the students are realistic about their aspirations and their choice of college. They must acquaint the pupils with the academic standards that they must meet and the social problems they will encounter, especially in campus colleges. The high schools must transmit to the colleges very careful evaluations of the students with clear indications of strengths and limitations; sentimentality should never enter into any of the recommendations.

The problem of financing a college education for this group is a major one and cannot be left to chance. Very few of these boys and girls have assets of any kind and usually need complete assistance. It would be tragic if these young people were to prepare themselves for college and then not have the resources to attend.

Cost to New York City

If New York City were to put into effect the plan we have advocated, the cost would run to an additional fifty million dollars a year aside from expenditures for additional classrooms. The cost may appear prohibitive but would add only slightly more than 6% to educational costs that now run to almost 800 million dollars. New York City

spends other hundreds of millions yearly on housing, relief, hospitals and other agencies – much of it on the minority groups represented in our program. As necessary as these expenditures may be, they are not solving the problem and the costs increase every year. And what is true of New York City is probably true of large urban areas everywhere.

New York City presently spends large sums of money for extra help to education in the depressed areas, but not enough to do what is needed. We will have to make up our minds whether we are going to go along with little or no real change or whether we will spend enough to do the job. And even if New York were to spend all that we ask, the cost would still be far less per pupil than in many of the suburbs that surround us.

Outcomes and Hopes

It is paradoxical that along with the high rate of unemployment in the minority groups and the consequent "social dynamite" Dr. James Conant speaks of, there are openings in civil service, industry and the professions for trained people – openings for which all citizens, deprived or otherwise, are eligible if they have the necessary education. The high schools and the municipal colleges offer this education without cost to every competent boy or girl without regard to race or color. Many private colleges will accept and finance able students, particularly the disadvantaged. The first essential, however, is that boys and girls be made ready to take advantage of what is offered. The program that we have advocated can do much to bring this about.

The financial relief for municipalities that could result from the increased employment of better educated citizens would be only one gain. Far more important would be the new life and the new hope that an adequate income and different status would bring to the most disadvantaged of our citizens. We would be making clear, too, both here and abroad, that our concern for deprived and minority groups is sincere and real.

Communities everywhere are looking for solutions as the effects of cultural deprivation become more apparent. The George Washington program has demonstrated how much good education can mean – and what was done in one school can be done everywhere.